



Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project

Project Name: <u>Let's Debate!</u>	
School Regional Area	<input checked="" type="checkbox"/> North Cook <input type="checkbox"/> South Cook <input type="checkbox"/> West 40
District Name	<u>Comm. Cons. Sch Dist 15</u>
District No.	<u>15</u>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <u>Rob Lightfoot</u>	* <u>lightfor@ccsd15.net</u>
*	*
*	*
*	*
*	*
School Name	<u>Plum Grove Jr High</u>
School Street Address	<u>2600 Plum Grove Road</u>
School City, State, Zip	<u>Rolling Meadows, IL 60008</u>
School Phone Number	<u>847-963-7600</u>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	<u>Sue Baez</u>
Nominator's Phone #	<u>847-963-7615</u>
Best Contact Time	<u>AM weekdays</u>
Nominator's Email	<u>baezs@ccsd15.net</u>

Please attach the Project Summary to this form and send to Learning Technology Center One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

PROJECT DESCRIPTIVE TITLE: Debate This!

PROJECT ABSTRACT: Every year my 7th grade students must research a controversial topic and deliver an oral debate arguing one side of that topic. Some students are naturally motivated to present their information (they like to argue), but this year in an effort to increase student engagement, they were allowed to use the interactive white board and document camera to present their material (using up to three charts, pictures or graphs). The students enthusiastically embraced the idea and smoothly integrated the technology into their speeches.

GRADE LEVEL/SUBJECT AREA/TECHNOLOGY RESOURCES/OTHER MATERIALS:

I teach 7th grade Language Arts at Plum Grove Junior High. My classroom is equipped with a Smartboard (interactive white board) running Notebook software, an Elmo TT02 document camera, a Flip video camcorder and a dvd/vcr combination player with external speakers. My students used PC laptops from a mobile cart to research their topics on the Internet, as well as print resources from our school library.

STANDARDS:

Illinois State Goal 5: Research: Use language arts to acquire, access and communicate information.

Learning Standards:

5.A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

5.B. analyze and evaluate information acquired from various sources.

5.C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

Illinois State Goal 4: Listening and Speaking: Listen and speak effectively in a variety of situations.

Learning Standards:

4.B. Speak effectively using language appropriate to the situation and audience.

4.B.3.a. Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.

4.B.3.c. Develop strategies to manage or overcome communication anxiety and apprehension.

National Educational Technology Standards for Students

3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

4. Critical Thinking, Problem Solving, Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

6. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

PROCESS: In order to prepare students, as a class we read or viewed pieces that presented one side of a controversial topic. Discussion was encouraged and proper discussion techniques were emphasized and practiced. We then brainstormed a list of possible debate topics to help them focus in on one that appealed to them. From there, the rest of the project was totally student driven. They each randomly picked a topic and started researching their side of the argument, using the Internet and print resources. My job was to facilitate the gathering of information by meeting and conferencing regularly with students about their topic. When the students felt they had enough data to support their argument, they wrote their speeches and created the visual products that supported their verbal arguments, using the visuals to add to the content in the speech. Finally, they each delivered their speeches to their classmates. Students were able to critique each group with a rubric.

INTEGRATION: Before this year, the process would have stopped at speech-writing and making concrete visuals to support their arguments. This year, students were able to use on-line resources, film clips, power point presentations and the document camera to capture the interest of their audience. They had to consider what would effectively communicate their point to this 21st century audience of their peers, humans with an appetite for visual content. They had to think about how to deliver the content to students who have learned to take in information in 4-second sound bytes. Instead of a poster with hand drawings (which usually can't be seen from the back of the room anyway), they had the power to create stunning presentations, with clips from the Internet and graphs showing their data that everyone could see. Instead of merely presenting data on a poster, they knew that their visuals needed to be more than accurate---with the technology, their presentations could be compelling.

REFLECTION: My first year teaching with a SmartBoard has changed how I deliver instruction. It's more than a shiny new toy---it's a tool that has seamlessly embedded itself into content delivery and dramatically increased student engagement. Young students love to use the interactive white board and the document camera. They are so comfortable with technology, using it without fear as easily as adults pick up a phone. As a teacher, I am accustomed to using unusual methods to motivate my students, but I was surprised by their enthusiasm for the SmartBoard. Their speeches were compelling, their peers listened attentively, they enjoyed giving and listening to their debates.